Child Well Being and Type of Care: Potential Implications Using the Survey of Income and Program Participation

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Introduction

- As more and more parents place their children into the care of relatives and child care providers it is becoming increasingly important to understand the relationship between child care and the well-being
- Little is known if selected social and educational outcomes vary by child care arrangement.
- This poster is an exploratory analysis of the relationship between various child care arrangements and selected measures of child well-being.

Data

- The Survey of Income and Program Participation (SIPP) provides detailed, national level data, on child care arrangements and child well-being.
- The data in this poster were collected from June though September 2006 in the 8th Wave of the 2004 SIPP Panel. Due to regional variations in the length of the school year there is some overlap between the school year and summer months in the month of June. Data in June asks about the previous month, May.
- Wave 8 represents about 36,000 households and 5,695 children 0 to 14 years old.

Unique Data Source

- For the first time the child care and child wellbeing topical modules were administered during the same time period, providing a unique opportunity to look directly at the relationship between child care and selected measures of child
- Limitations/cautions about results: Causality should not be inferred between child care
- SIPP does not measure the quality of child care

and child well-being.

- Because the modules were conducted in the summer, they may not represent arrangements or activities captured during the

Figure 1. Primary Child Care Arrangements:

Note: Distributions were proportionately redistributed to account for tied responses for the primary arrangement (including

'Some parents may not be able to specify an arrangement that is used on a regular basis at least once a week and may reply

Measures

Child Care Arrangements Defined

- The primary child care arrangement is the arrangement used most hours per week.
- Child care arrangements are broadly classified into the following categories:
- Relative care (mothers, fathers, grandparents, siblings, or some other relatives)
- Organized facilities (day care or child care centers, nursery school, preschools, and Head Start)
- Other Non Relative (other non-relative, family day
- School/Activities (Kindergarten/grade school, sports, lessons, clubs, after-and-before school program) - Self care (child cares for him or herself)

Child Well-Being Outcomes Defined

- Reading- (children 1 to 5 years old) Times per week family members have read to their child.
- Eating Together (children 0 to 14 years old) Days designated parent has eaten breakfast or dinner with child.
- Daily Interaction (Play and Praise) (children 0 to 14 years old)
- Play: Times (within a day or week) designated parent has talked or played with child for 5 minutes or more, just for fun.
- Praise: Times (within a day or week) designated parent has praised or complimented child by saying something like, "Good for you!" or "What a nice thing you did!"
- Television rules (children 5 to 14 years old)
- Number of TV rules for children: the type of program children could watch, the time of day (early or late), and the number of hours watched.
- Gifted Classes (children 5 to 14 years old)
- In an advanced or special class for gifted students
- Academically On-Track (children 6 to 14 years old) Enrolled in school at or above the modal grade level for

In general, few associations were found between child care arrangements and child well being measures.

Overview

	Play	Eat Breakfast	Praise	TV Rules
Arrangement Type				
0 to 4 year olds				
Relative Care	-	More likely	-	-
Organized Care	-	-	More likely	-
School	Less likely	-	-	-
5 to 14 year olds				
Other Non-Relative	Less likely	-	-	-
Self Care	-	Less likely	-	Less likely

- Playing with a designated parent is more common among younger children, regardless of child care
- Of children ages 0 to 4, 80 percent of children in relative care, or organized care were played with 3 or more times a week were, 78 percent in other nonrelative care, and 69 percent in school/activities.
- Older children in non-relative care are more likely to play with their designated parent (65 percent) compared to other types of care.

• Eating

- Regardless of child care type or age, children are more likely to eat dinner than breakfast with a designated
- Among children ages 0 to 4 in organized care, 82 percent had dinner with a designated parent everyday, followed by 80 percent in school/activities, 77 percent in relative care, and 75 percent in other non-relative
- Children ages 5 to 14 are less likely to have breakfast than dinner with a designated parent everyday. Of older children in self-care, 75 percent have breakfast less than 7 days with a parent, followed by 69 percent in relative care, 66 percent in other non-relative, 66 percent in organized care, and 63 percent in school/activities.

Praise

- Receiving praise is more common among younger children, except for younger children in school/activities compared to older children in other non-relative care.
- Of children ages 0 to 4, 84 percent were praised 3 or more times a week if they were in organized care, followed by 79 percent in relative care, 77 percent in other non-relative care, and 68 percent in school/activities.
- Older children in non-relative care are more likely to be praised by their designated parent (61 percent), compared to older child in relative care (54 percent).

Daily Interactions: Play, Praise and Eating

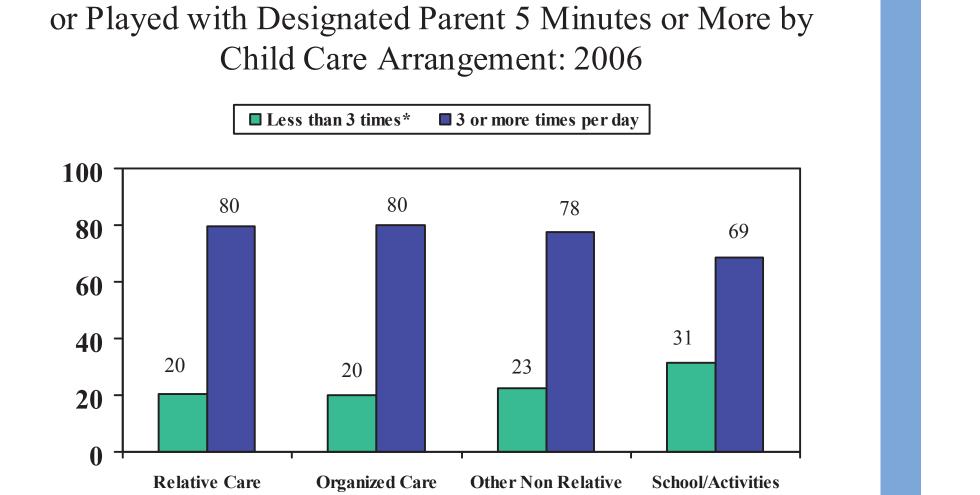


Figure 2. Percent of Children 0 to 4 Years Old Talked to

Figure 4. Percent of Children 0 to 4 Years Old Who Had Breakfast with a Designated Parent in a Typical Week by Child Care Arrangement: 2006

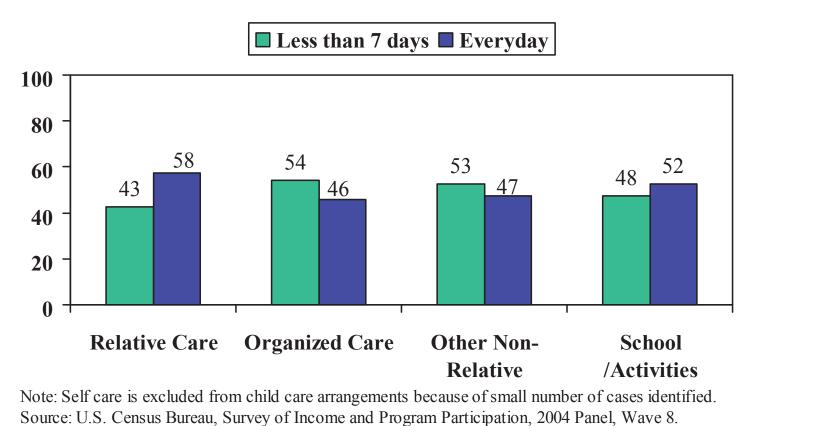


Figure 6. Percent of Children 0 to 4 Years Old Who Had Dinner with a Designated Parent in a Typical Week by Child Care Arrangement: 2006

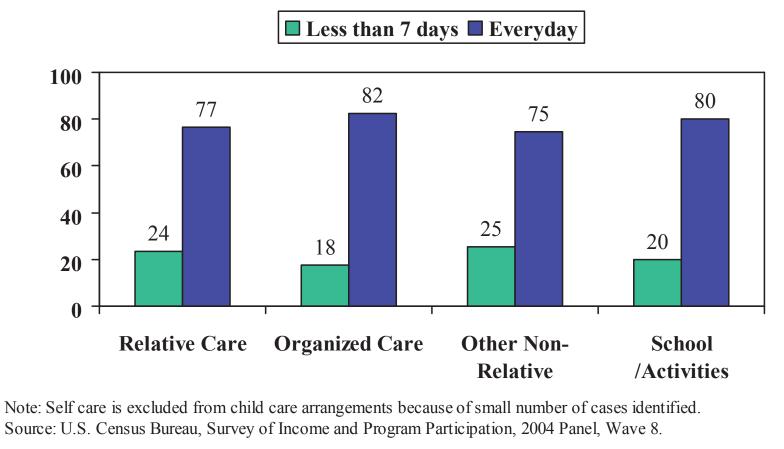


Figure 8. Percent of Children 0 to 4 Years Old

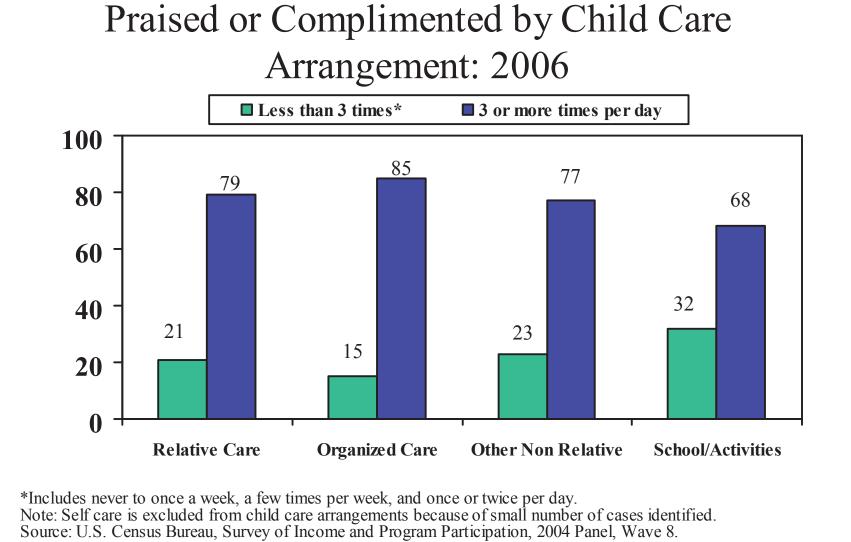


Figure 3. Percent of Children 5 to 14 Years Old Talked to or Played with Designated Parent 5 Minutes or More by Child Care Arrangement: 2006

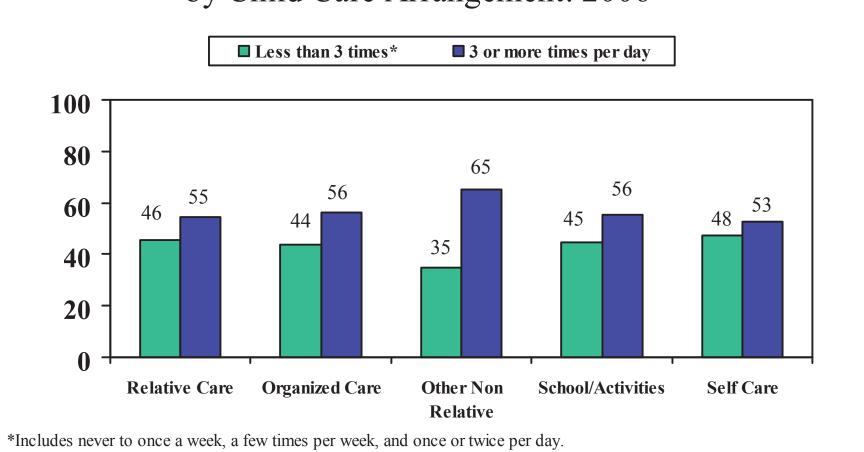


Figure 5. Percent of Children 5 to 14 Years Old Who Had Breakfast with a Designated Parent in a Typical Week by Child Care Arrangement: 2006

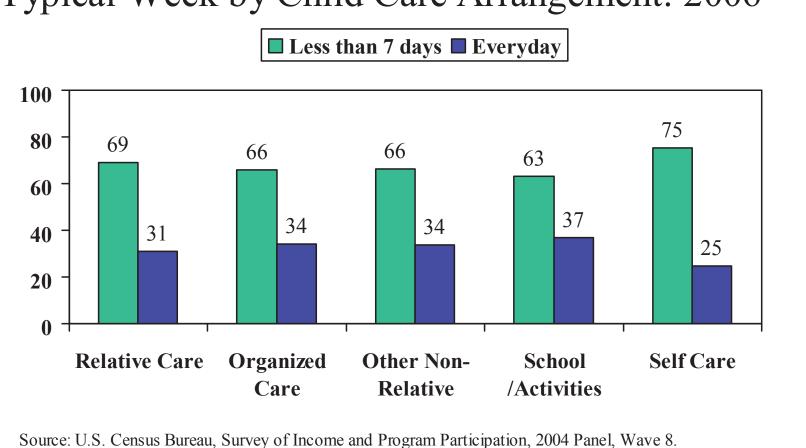


Figure 7. Percent of Children 5 to 14 Years Old Who Had Dinner with a Designated Parent in a Typical Week by Child Care Arrangement: 2006

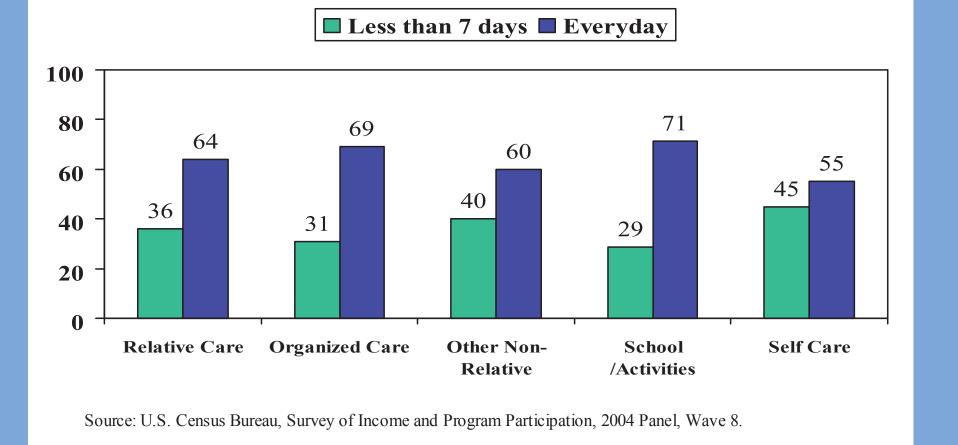
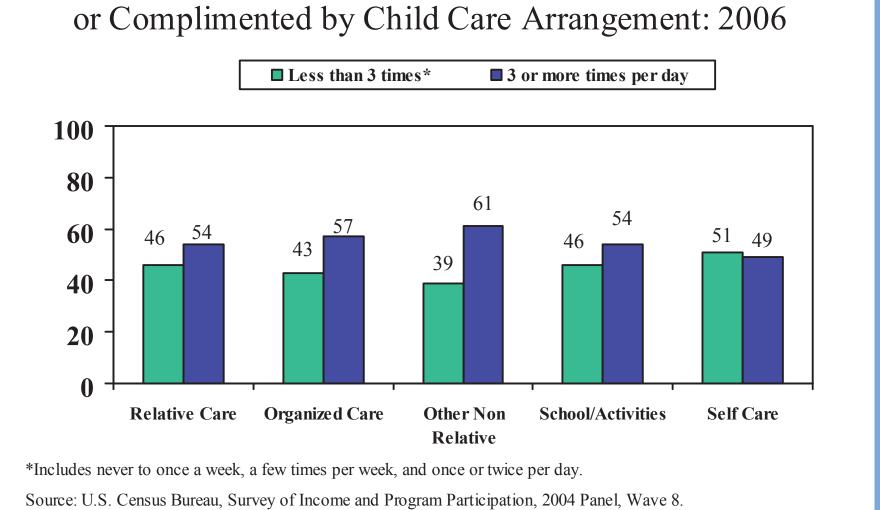


Figure 9. Percent of Children 5 to 14 Years Old Praised



Television Viewing & Academic Experience

Television Viewing

- The majority of children in any child care arrangement had all 3 TV rules.
- Of children in Other Non-Relative care 78 percent had all 3 TV rules compared to 69 percent in relative care, 68 percent in school or activities, and 58 percent in self care.

Academic Experience:

- Of children placed in school/activities, 11 percent had not been read to in the past week compared to 1 percent in organized care, and 5 percent in relative care.
- Of children in relative care, 59 percent had been read to 7 or more times per week compared to 43 percent in school/activities.
- It is possible that children in school/activities programs were read to by their care providers, thus lowering the perceived parental need for additionally reading to their children when at home.

Academic Experience: Gifted Classes

• Of children in self care, 21 percent are in a gifted class compared to 16 percent in relative care and 13 percent in organized

Academic Experience: On-Track

• Of children in organized care 89 percent are on-track compared to 83 percent in relative.

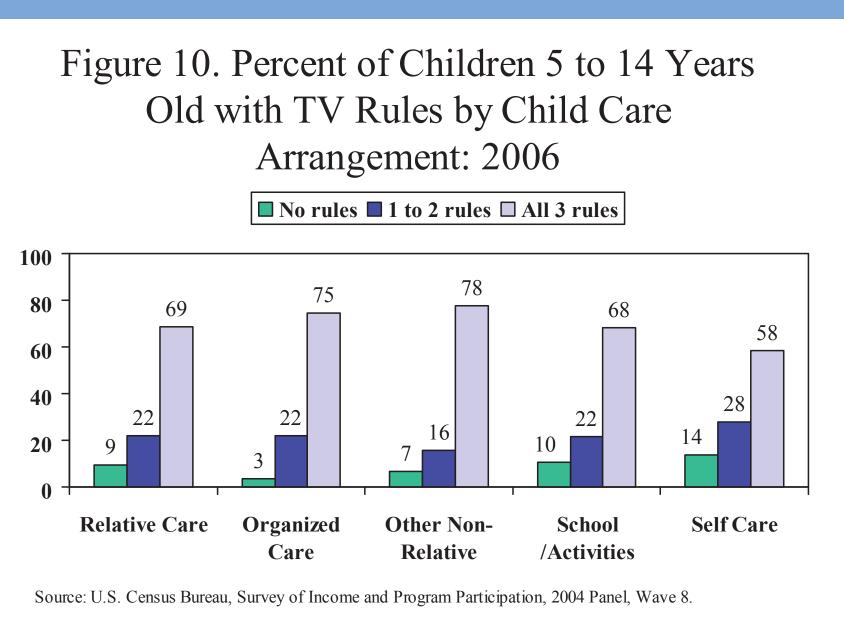


Figure 11. Percent of Times Per Week Family Members Read to Children 1 to 5 Years Old by Child Care Arrangement: 2006 ■ Never ■ 1 to 6 times □ 7 or more times

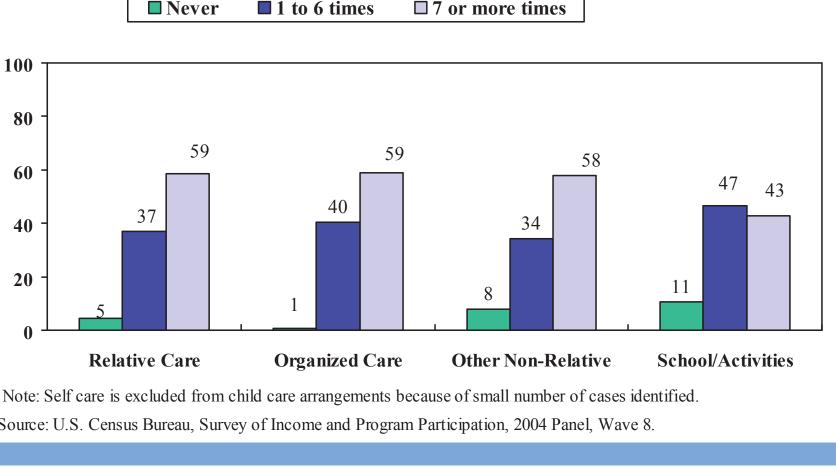


Figure 12. Percent of Children 5 to 14 Years Old in Gifted Classes by Child Care Arrangement: 2006

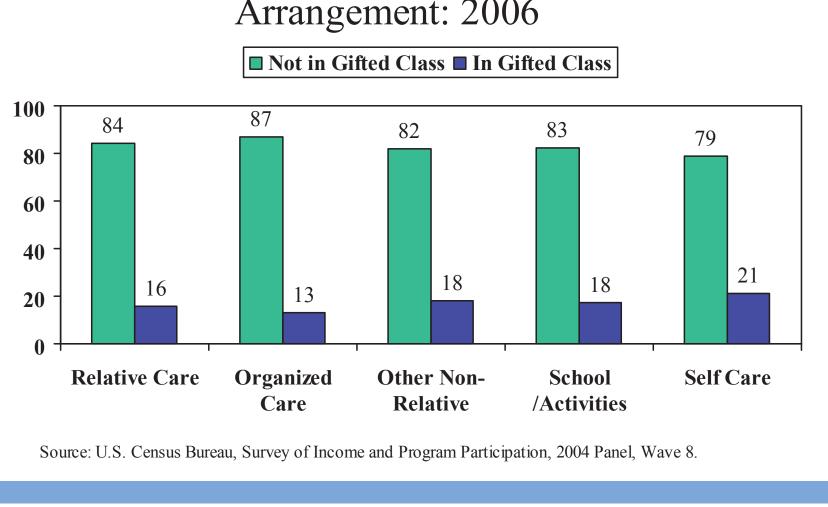
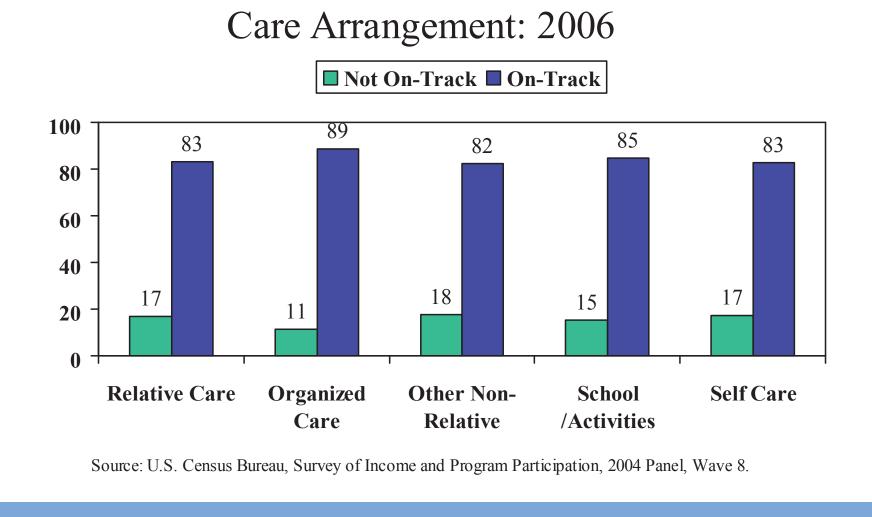


Figure 13. Percent of Children 6 to 14 Years Old who are Academically On-Track by Child Care Arrangement: 2006



Summary: Daily Interaction

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- Children 0 to 4 years old in organized care are more likely to be praised or played with by a designated parent. For children 5 to 14 years old, those in other non-relative care are more likely to be praised.
- Younger children are more likely to have breakfast with a parent if in relative care compared to other arrangements. Older children are less likely to have breakfast with a parent if in self care compared to children in an organized type of

Television Viewing

- The majority of grade school aged children (5 to 14 years old) across child care arrangements had all 3 TV rules.
- Grade school aged children in other nonrelative care had the highest percentage of those with 3 TV rules compared to children in self care with the lowest percentage (78 percent compared to 58 percent).

Academic Experience

- Over half of young children in relative care were read to by a family member 7 or more times per
- Enrollment in gifted classes for grade school aged children ranged from 13 percent for children in organized care to 21 percent for children in self
- Grade schooled aged children in organized and relative care were more likely to be academically on-track.

Future Research

• The relationship between child care and child well-being is not entirely clear. Future research will take into account family characteristics, child care characteristics (i.e. hours in care, number of arrangements), home environment, and other social and economic factors.

This poster is released to inform interested parties of research and to encourage discussion. The views expressed on statistical, methodological, technical, operational and any other issues are those of the authors and not necessarily those of the U.S. Census Bureau.

Data in this presentation are from a sample, and therefore are subject to sampling and nonsampling error. For more information about the source and accuracy of the data go to http://www.census.gov/sipp/source.html. All comparative statements have undergone statistical testing and are all significant at the 90-percent confidence level unless otherwise noted.

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